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ABSTRACT

This course content guide was developed in accordance with the Standards for Accreditation of Public Schools adopted by the Arkansas State Board of Education. The guide is offered as a framework upon which a curriculum can be built. The content guide identifies skills at three instructional levels: basic, developmental, and extensions. The basic skills are those skills that all students must master and upon which the minimum performance test items are based. Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing, and problem-solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels. This career orientation guide lists skills for the following courses: self-understanding for success in the world of work; life and decision making; preparation to study the 15 occupational clusters; exploring the 15 clusters; selective tentative career choices; planning a high school program; postsecondary education and training plans; financial plan for tentative selected occupations; how to find a job; preparing a job application, letter, and resume; conducting an interview; the first few days on the job; employer-employee relationship; legal requirements relating to work; civic responsibilities; labor unions and organizations; and management, credit, and records. (SK)

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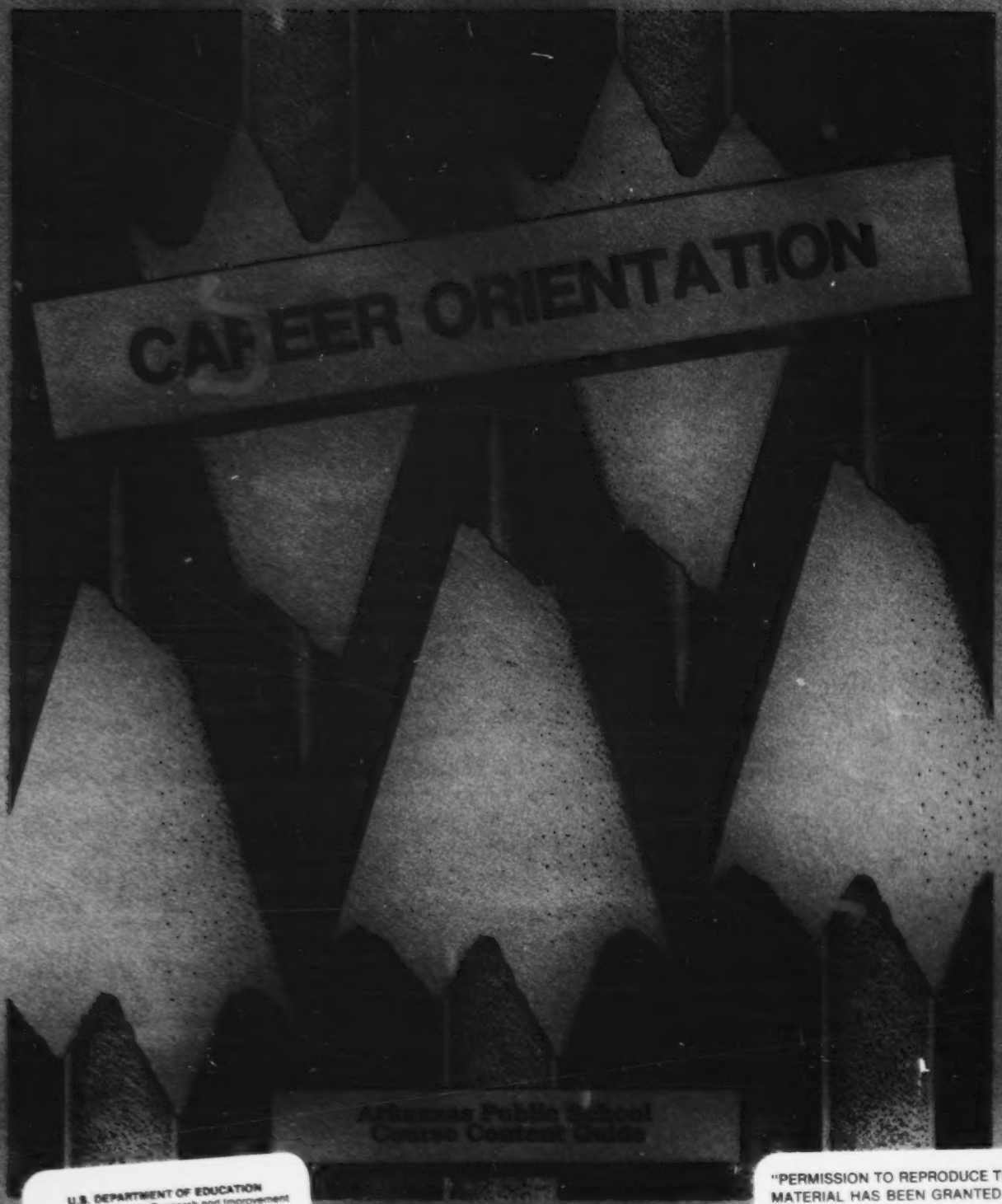

Arkansas Public School
Course Content Guide

CE048171

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INTRODUCTION

The STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS, adopted by the Arkansas State Board of Education, required the development of these course content guides. The Standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides.

These guides are offered as a framework on which a curriculum can be built; they should not be considered the complete (only) curriculum of a school. After adopting the guides and after careful planning, the local staff should extend them by developing teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, a more complete curriculum guide can emerge.

Within each subject area and at each grade level, skills have been identified at three instructional levels: basic, developmental and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide should exceed minimum levels of expectation. Developmental skills and extensions are also included.

Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

The nature of some subject areas requires sequencing of skills. In those subject areas, skills are sequenced by grade level. Sequencing in some subject areas is left to the discretion of the school district and teachers.

The Student Assessment/Minimum Performance testing program coordinates with the statement of basic skills in the course content guides. The Minimum Performance Test measures mastery of basic skills. Promotion from the eighth grade will depend upon mastery of the basic skills listed in the five course content guides for reading, mathematics, language arts, science and social studies.

No curriculum should be considered static. Updating of the guides should be a continuous process. Responses from educators will help determine when revision is needed.

The Department and the State Board of Education recognize the outstanding work of those professional educators who have contributed to the development of these guides. Without their help, this work could not have been accomplished.

Career Orientation

SELF-UNDERSTANDING FOR SUCCESS IN THE WORLD OF WORK

Basic Skills

1. Define the following terms:
   a. Aptitude,
   b. Lifestyle,
   c. Attitude,
   d. Personality.
2. List the two steps in the process of career development.
3. Describe the importance of a good attitude in relation to job success.

Developmental Skills

1. Write a paragraph on the development of personal characteristics.
2. List behavior characteristics of a positive attitude.
3. Write a paragraph on the importance of good health in relation to work.

Extensions

1. Use and interest inventory to access occupational interests.
2. Describe, in a report, the information provided by a school counselor on self concept, personal interests and abilities.

LIFE AND DECISION MAKING

Basic Skills

1. Define terms used in decision making:
   a. Decision,
   b. Alternatives,
   c. Brainstorm,
   d. Outcome.
2. List the steps in the decision making process.

Developmental Skills

1. Explain how decisions made now affect the future.

Extensions

1. Analyze the decision making process when considering tentative careers.
2. Develop a skit using the decision making process.

PREPARATION TO STUDY THE FIFTEEN OCCUPATIONAL CLUSTERS

Basic Skills

1. Define what "Clusters" means, as they pertain to the world of work.
2. Defin: wages, salary, commission, profit, fringe benefits, and pension.
3. Distinguish between types of training: college, university, technical, apprenticeship, and on-the-job.
4. Define: trend, mobility, dead-end, seasonal job, job duties, job requirements, and working conditions.
5. Devine the basic sources for collecting occupational information:
   a. Audio materials,
   b. Visual materials,
   c. Hands-on activities,
   d. Printed materials.
6. List factors to consider when making career decisions.

Developmental Skills

1. Describe factors involved in occupational research.
2. Identify sources of available research materials.

Extensions

1. Create a game using the terms and definitions relating to the fifteen occupational clusters.
2. Describe information gathered from parents and other workers about training requirements necessary for their jobs.

EXPLORING THE 15 USOE OCCUPATIONAL CLUSTERS

Basic Skills

1. List the 15 clusters.
2. Identify jobs within each cluster.
3. Define nontraditional jobs.

Developmental Skills

1. Determine, through job research, duties, personal qualifications, working conditions, educational training, outlook, advantages, and disadvantages of jobs within each cluster.
2. Identify job families in each cluster.
3. Compare personal likes and dislikes of jobs in each cluster.
4. Describe at least one hands-on activity simulating an actual job in each of the fifteen clusters.

Extensions

1. Analyze information provided by resource speakers, field trips, shadowing activities, and hands-on activities.

SELECTING TENTATIVE CAREER CHOICES

Basic Skills

1. List factors to consider when choosing a job.
2. Identify a tentative career choice and one alternate choice.

Developmental Skills

1. Analyze related occupational information and self-assessment information for tentative career choices.
2. Explain to parents, counselors, and Career Orientation teachers, reasons for selecting the tentative career and alternate.

Extensions

1. Develop a paper on the tentative career choice using several sources.
2. Develop a booklet, chart, or poster containing information about the tentative career choice.

PLANNING A HIGH SCHOOL PROGRAM

Basic Skills

1. Identify the education/training necessary for employment in the chosen career.
2. List the high school courses that best prepare the student for the chosen career.
3. List the high school graduation requirements.

Developmental Skills

1. Describe several elective courses taught in high school.
2. Develop a student plan suggesting high school courses to be taken in each grade.
3. Identify high school courses that are nontraditional for males and females.

Extensions

1. Analyze information provided by secondary vocational personnel, high school students, and counselors about courses available in high school.

POSTSECONDARY EDUCATION AND TRAINING PLANS

Basic Skills

1. List the types of postsecondary education or training available.
2. Identify the factors to consider when planning postsecondary education.
3. Identify sources of financial aid for postsecondary education or training.

Developmental Skills

1. Identify financial benefits resulting from additional education or training.
2. Develop a tentative plan for postsecondary education or training.
3. Estimate financial needs for postsecondary education or training.

Extensions

1. Compare types of training available at postsecondary vocational-technical schools, colleges, and/or universities.
2. Analyze literature from postsecondary vocational-technical schools, colleges, and/or universities relative to entrance requirements, cost and length of training.

FINANCIAL PLAN FOR TENTATIVE SELECTED OCCUPATIONS

Basic Skills

1. Determine the cost of equipment and other items needed to enter tentative chosen career.
2. Develop a report on the types of loans available to buy equipment and supplies.

Developmental Skills

1. Define terms relating to loans and lending agencies.

Extensions

1. Complete application forms for financial assistance.

HOW TO FIND A JOB

Basic Skills

1. Identify three sources for locating possible employers.
2. Define public employment agency and private employment agency.

Developmental Skills

1. Analyze an ad in the classified section of the newspaper into two parts:
   a. What the employer is looking for.
   b. What the employer has to offer.
2. List factors a person should consider before accepting a job.

Extensions

1. Analyze the differences in a public employment agency and a private employment agency.
2. Describe the services of the Employment Security Division.

PREPARING A JOB APPLICATION, LETTER, AND RESUME

Basic Skills

1. Identify the information that should be included in a letter of application.
2. Identify the information that should be included in a resume.
3. List the "do's" and "don'ts" to follow when completing an application.
4. List the items needed when applying for a job. (pen, social security card, resume).

Developmental Skills

1. Write a letter of application for a job.
2. Complete a standard application form.
3. Compose a personal data sheet or resume.

Extensions

1. Describe the points that personnel managers look for in letters of application and resumes.
2. Develop a check list for evaluating a job application.

CONDUCTING AN INTERVIEW

Basic Skills

1. List factors that contribute to a satisfactory interview.
2. List five questions an employer could ask during an interview.
3. Describe proper dress for an interview.

Developmental Skills

1. List reasons people are turned down for jobs.

2. List facts you should know about a company before going for a job interview.

Extensions

1. Evaluate job interviews conducted by other students.

THE FIRST FEW DAYS ON THE JOB

Basic Skills

1. List character traits that are important for job success.
2. List points to remember the first few days on the job.
3. Identify reasons why developing and using good work habits are important.

Developmental Skills

1. Demonstrate appropriate dress for chosen occupations.
2. Compile a list of "do's" and "don'ts" regarding work habits.

Extensions

1. Role play the first day on the job.
2. Analyze the importance of being on time and ready for work.

EMPLOYER - EMPLOYEE RELATIONSHIP

Basic Skills

1. Define an employer's expectation of an employee.
2. Define an employee's expectation of an employer.
3. Identify ten undesirable employee traits or behaviors that create problems on the job.

Developmental Skills

1. Describe benefits achieved by good work habits.
2. List adjectives that describe a positive work attitude.

Extensions

1. Describe what employers believe are desirable work traits.

LEGAL REQUIREMENTS RELATING TO WORK

Basic Skills

1. Identify the laws which prohibit discrimination based on sex, race, handicap, and age.
2. Identify the laws which govern wage and hours.
3. Describe the purpose of Social Security.

Developmental Skills

1. Complete an application for a social security card.
2. Describe the legal requirements of safety on the job.

Extensions

1. Discuss the reasons why social security was established.
2. Analyze the reasons for industry safety requirements.

CIVIC RESPONSIBILITIES

Basic Skills

1. Define the term "civic responsibility".
2. List and describe six student organizations.

Developmental Skills

1. Prepare a list of organizations available to the students.
2. Develop a Career Orientation Club service project.

Extensions

1. Create a bulletin board on civic responsibilities.

LABOR UNIONS AND ORGANIZATIONS

Basic Skills

1. Define the purpose of labor unions and organizations.
2. List four of the six occupational fields where labor unions are prevalent.
3. Name three of the five types of labor unions.

Developmental Skills

1. List ways labor unions affect our economy.
2. List two advantages and two disadvantages of labor unions.

Extensions

1. Describe briefly the history of labor unions.
2. Discuss the union organizational structure.

MANAGEMENT OF MONEY, CREDIT, AND RECORDS

Basic Skills

1. Define the following terms:
   a. Budget,
   b. Net income,
   c. Payroll deductions,
   d. Fixed costs.
2. List common payrol deductions.

Developmental Skills

1. Describe the importance of a good credit rating.
2. Describe different types of savings accounts.
3. Prepare a personal budget.
4. Write a check.

Extensions

1. Balance a check book.
2. Complete an income tax form.